**DAYS 1-3: THE LIVES OF MIGRANT FARM WORKERS (THEN AND NOW)**

**OVERVIEW**

The purpose of this lesson is to

* View a documentary that shows real-life migrant workers, including children.
* Give students a better understanding of migrant life at home, at school, and at work.

**FEATURED RESOURCES**

*Children of the Harvest* (1998 Dateline NBC Documentary)

*America Now: Children of the Harvest* (2010 Dateline NBC Documentary)

**FROM THEORY TO PRACTICE**

Today, students will begin watching *Children of the Harvest* in order to see what occurred in the lives of migrants over ten years ago (**DAY 1**). After watching the original documentary, students will watch *America Now: Children of the Harvest* (**DAY 2**). Students will also watch a few other clips, such as “The Complexities of U.S. Child Labor Laws” and “Where Are They Now?” (**DAY 3**). As students watch, they will take notes and write down anything that they find useful for future writing assignments, particularly their Final Project.

**FOCAL STANDARDS**

CE 1.4.4, CE 2.1.6, CE 2.2.2, CE 2.2.3, CE 2.3.1, CE 3.4.1, CE 3.4.2, CE 3.4.4

**STUDENT OBJECTIVES**

Students will

* Understand the lives of migrant families over ten years ago by watching an older documentary about their lives.
* Understand the lives of current migrant families by watching a documentary of their lives.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

<http://www.msnbc.msn.com/id/38312193/ns/dateline_nbc/t/america-now-children-harvest/> (under **INSTRUCTIONAL PROCEDURES)**

<http://www.msnbc.msn.com/id/38290978/ns/dateline_nbc/t/archives-documentaries/> (under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* View video clips and come up with discussion questions.

**INSTRUCTIONAL PROCEDURES**

Movie Viewing (entire class period)

Have students get out a sheet of paper and a pen/pencil so they can take notes on anything that strikes them as important.

Begin watching the documentary *Children of the Harvest* (1998) on [http://www.msnbc.msn.com/id/ 38312193/ns/dateline\_nbc/t/america-now-children-harvest/](http://www.msnbc.msn.com/id/%2038312193/ns/dateline_nbc/t/america-now-children-harvest/). The documentary is about 45 minutes long. If issues arise for finding the correct video, follow this link: <http://www.msnbc.msn.com/id/38290978/ns/dateline_nbc/t/archives-documentaries/>, which gives a description of the videos.

After this movie is over, begin watching the clips of *America Now: Children of the Harvest* (2010). This will likely be for the next class (**Day 2)**. The website address is the same, but there are about six clips to watch that are approximately 6 minutes each.

After the second documentary is completed, watch the 3-minute clip on “The Complexities of U.S. Child Labor Laws.” Also, watch “Where Are They Now?” This will likely be on **Day 3**.

(Other options include *1970 White Paper: The Migrants* and *1980 White Paper: The Migrants*, which is shown on the second link under **WEBSITES** and gives a description of the videos.)

Ask students anything that stuck out to them. What did they notice? The following are some possible discussion questions:

* What was a typical day like for a migrant farm worker?
* What was a typical day like for a migrant farm worker’s child?
* How old were the children who worked in the field?
* How has being a migrant changed over the past ten years or so?
* Did these children go to school? Why or why not?

\*Note: All videos have transcripts that students can view while watching to follow along or view afterward, if needed.

Homework (3-5 minutes)

None

**EXTENSIONS**

* What other movies on migrants and immigrants can you find to watch on your own?
* Can you find a timeline of the progression of migrant workers?

**STUDENT ASSESSMENT**

* What are students noticing?
* Are they grasping the major ideas and concepts of migrant life?

**REFLECTION**

This is an area where you, as an educator, can reflect upon the lesson by asking yourself questions such as the following:

* What worked? What didn’t?
* Are students engaged? Why or why not?
* Are students relating to the material and connecting it to their own lives?

The following website has some wonderful ideas regarding teacher self-reflection:

<http://learnweb.harvard.edu/alps/reflect/index.cfm>

A few of the questions are listed below:

* What was the most important thing I tried to teach my students this week?
* What is/are the most important thing(s) my students will learn from me this year?
* What did I learn from my students this week?
* What was I thinking?

**DAY 4: THE SEARCH FOR A BETTER LIFE – TRAGEDIES OF MIGRANT CHILDREN AT HOME AND IN THE FIELDS**

**OVERVIEW**

The purpose of this lesson is to

* Read and discuss excerpts from *This Migrant Earth*: “Water, Water Everywhere” (pages 9-11) and “Burnt Offerings” (pages 12-15).
  + Learn about two tragedies that befall two migrant children.

**FEATURED RESOURCES**

*This Migrant Earth*: “Water, Water Everywhere” and “Burnt Offerings,” Rolando Hinojosa’s rendition in English of Tomás Rivera’s *…y no se lo tragó la tierra*

**FROM THEORY TO PRACTICE**

As a class, students will read the excerpts from *This Migrant Earth*. Afterwards, discussion questions will be handed out and students will complete these. A brief discussion of the stories will follow, focusing on student reactions and connection to the real world.

**FOCAL STANDARDS**

CE 1.3.7, CE 2.1.1, CE 2.1.7, CE 2.1.11, CE 2.3.7, CE 3.1.4, CE 3.2.4

**STUDENT OBJECTIVES**

Students will

* Read and discuss excerpts from *This Migrant Earth*: “Water, Water Everywhere” and “Burnt Offerings.”
  + Understand and relate to two awful tragedies (death by shooting and by fire) that migrant children and their families suffer.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Excerpts of *This Migrant Earth*

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Read “Water, Water Everywhere” and “Burnt Offerings” and answer discussion questions.

**INSTRUCTIONAL PROCEDURES**

Reading and Discussion Time (entire class period)

As a class, read out loud “Water, Water Everywhere” and “Burnt Offerings” from *This Migrant Earth*. After the reading is finished, hand out the discussion questions and have students answer them individually. After all students have completed their handouts, discuss the questions together. Pay particular attention to the reaction questions (question #5 on each set).

**“Water, Water Everywhere” (Pages 9-11)**

1. **Why won’t the owner (“the old guy”) let the field hands stop to drink water at all, let them drink the water for the stock, or even let them bring their own water?**

He thinks they are a waste of time and money.

1. **Why do the people listen to him?**

He’s threatened to fire them, so they are afraid of being fired.

1. **What does the owner plan to do to the boy who got a drink from the stock tank? What does the foreman actually do?**

He’s mad at the boy and wants to teach the boy a lesson by firing off a shot to scare him. He shoots the boy in the head.

1. **What happens to the owner after this incident?**

He almost goes crazy, loses part of the land, starts drinking, goes on trial and gets off, tries to kill himself by jumping from a tree, runs out of cash, dresses poorly, etc.

1. **What do you think of this story? Write down your reaction and anything else that comes to mind as you reflect on it.**

Answers will vary. My opinion: I think it’s interesting that the author uses water, a basic necessity for life, to demonstrate some of the suffering migrant workers encounter(ed). The fact that a child is out in the fields is an important aspect of this story as well, which brings to light the realities of child labor and the survival aspect for migrant families. This piece also demonstrates the feeling farmers experience when they cannot harvest their crops quickly enough and when they don’t have enough money to pay workers. It shows the desperate actions that drive migrant workers and landowners alike. Overall, the story hits on some key points.

**“Burnt Offerings” (Pages 12-15)**

1. **What do the Garcías go and watch at the beginning of the story? What does the father Efraín do afterwards with his two sons?**

The Sunday night picture show about a prizefighter; grabs the old boxing gloves, strips his two sons down, rubs alcohol on them, and lets them fight.

1. **What is Efraín referring to when he says: “You know, wouldn’t it be something if one of the kids was real good at this”? What is the “this” and how would their lives change if it were true?**

Boxing; if one of his sons was a champ they’d make thousands of dollars.

1. **Describe Efraín’s view of his family. In other words, how does he feel about his wife and kids? What is one thing that the parents do for their kids that shows how they feel about them?**

He loves his wife and kids very much; they both come home to eat lunch with them at noon since the kids aren’t allowed out in the fields.

1. **What happens to the kids while the parents were working in the fields?**

Seven-year-old Raulito makes his five-year-old sister María and his six-year-old brother Juan put on the boxing gloves and then he rubs alcohol on them (like his father had done) and lets them go at it. Raulito starts to fry some eggs and something must have happened and then the two younger kids end up getting burned alive.

1. **Why is it ironic that the gloves don’t burn up but two of the kids do? What do you think the author is trying to say when he describes the gloves not burning up? Do you have any other reactions to this story?”**

The kids are far more important than the gloves, but the gloves are the things that are preserved. Perhaps the author is trying to point out that our society views objects and work more important than people, specifically children. A few quotes struck me: “Those coops we live in are so damned small, and you know how much stuff we have to keep in there” (15) and “Well, she was all burned up, but the gloves weren’t…Well, that’s the manufacturers, the people who make ‘em. They know what they’re doing” (15).

Homework (3-5 minutes)

* Finish question #5 on each selection if you haven’t already.

**EXTENSIONS**

* Make yourself a character in one of the stories. How would you feel if you had seen the shooting? How would you feel if you had witnessed the fire?
* Research child labor laws, the dangers of leaving children at home, migrant labor camps, etc.

**STUDENT ASSESSMENT**

* Listen as students respond during class discussion time, especially to their reactions to both of the stories.

**REFLECTION**

**DAY 5: HOPE OR DESPAIR FOR MIGRANTS?**

**OVERVIEW**

The purpose of this lesson is to

* Read and discuss excerpts from *This Migrant Earth*: “This Migrant Earth” (pages 75-84).
  + Understand the diseases and illnesses that migrants suffer and how these affect the lives and morale of migrants.

**FEATURED RESOURCES**

*This Migrant Earth*: “This Migrant Earth,” Rolando Hinojosa’s rendition in English of Tomás Rivera’s *…y no se lo tragó la tierra*

**FROM THEORY TO PRACTICE**

As a class, students will read the excerpt from *This Migrant Earth*. Afterwards, discussion questions will be handed out and students will complete these. A brief discussion of the stories will follow, focusing on student reactions and connection to the real world.

**FOCAL STANDARDS**

CE 1.3.7, CE 2.1.1, CE 2.1.7, CE 2.1.11, CE 2.3.7, CE 3.1.4, CE 3.2.4

**STUDENT OBJECTIVES**

Students will

* Read and discuss excerpts from *This Migrant Earth*: “This Migrant Earth.”
  + Understand how diseases and illnesses can affect the hope and morale of migrants and be able to sympathize with them.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Excerpt of *This Migrant Earth*

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Read “This Migrant Earth” and answer discussion questions.

**INSTRUCTIONAL PROCEDURES**

Reading and Discussion Time (entire period)

As a class, read out loud “This Migrant Earth” from *This Migrant Earth*. After the reading is finished, hand out the discussion questions and have students answer them individually. After all students have completed their handouts, discuss the questions together. Pay particular attention to quotes and any questions that evoke reaction and opinions from the students.

**“This Migrant Earth” (Pages 75-84)**

1. **Why is his mother crying?**

His aunt and uncle were sick.

1. **What disease do his aunt and uncle have? What happened to them as a result?**

TB (tuberculosis); they died.

1. **Who has the disease now?**

His Pa

1. **Who is the dialogue mainly between in the first section and subsequent sections?**

The oldest son and his mother

1. **Where does the family live?**

In a (chicken) coop

1. **How does the oldest son feel about his parents’ praying and about God?**

It makes him angry because they didn’t do anything to deserve this suffering. He believes God doesn’t care and doesn’t even know they are there.

1. **Read the dialogue below from page 79 again:**

**Oldest brother/son: “Why *us*, Ma? Why should we be treated like animals, yeah. Animals…without hope. And here’s what really kills me, Ma. You know what kind-a hope we got? Do you, Ma? *Our* hope is that *we* make it back here, to this place, next year. There’s some hope, that is. And, and, like you say, we’ll rest when we die. But who wants *that*? Rest when we die…”**

**Ma: “Death will give us peace. And rest…”**

**Oldest brother/son: “…I know what you’re going to say. I know exactly what you’re going to say: ‘The Poor Are Going to Heaven.’ Right?”**

**Why does he feel so hopeless and angry? Have you ever felt that way? Why?**

The only “hope” he has is to continue in the same situation year after year; yes; couldn’t control the circumstances.

1. **What kind of instructions does the oldest brother give to his younger siblings?**

He tells them to slow down and take it easy if they get blurry or dizzy. Later he says to go get a drink if they need it. Then he says to just slow down.

1. **How old is the youngest brother? What happens to him?**

Nine; he gets sick like his dad did.

1. **Read the last section (pages 82-84) again. What do you think of the ending of this story? Is it resolved? Is it a triumphant ending or one of defeat? Did the earth swallow/devour him? (Remember that this story is what the entire book was named after. In Spanish, it is …*y no se lo tragó la tierra*. Take into account what that means.)**

I think it is intense, yet I feel like it is resolved. To me, the ending is one of triumph because he realizes that he can make a better life for himself and not just rest once he’s dead. The earth obviously didn’t swallow him. This is what the entire compilation of stories is about. These individuals do their best to survive and make their lives better by working hard.

Homework (3-5 minutes)

* Finish questions #7 and #10 if you haven’t already.

**EXTENSIONS**

* Research tuberculosis, common illnesses among migrants, healthcare for them, etc.

**STUDENT ASSESSMENT**

* Listen as students respond during class discussion time, especially to their reactions to the story.

**REFLECTION**

**DAY 6: INTRO TO MOBILITY, READING JOURNALS, & LIT CIRCLES**

**OVERVIEW**

The purpose of this lesson is to

* introduce students to the idea of mobility.
* explain Literature Circle roles and Reading Journals.
* give students a choice regarding which Literature Circle book they would like to read (see **FEATURED RESOURCES**).
* introduce students to *The Circuit* and the author Francisco Jiménez.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Author Information on Francisco Jimenez

Reading Journal Description

Literature Circle Roles

Literature Circle Book Choices:

*This Migrant Earth*, Rolando Hinojosa’s rendition in English of Tomás Rivera’s *…y no se lo tragó la tierra*

*Barefoot Heart* by Elva Trevino Hart

*Esperanza Rising* by Pam Muñoz Ryan

*Harvesting Hope: The Story of Cesar Chavez* by Kathleen Krull

*Voices from the Fields* by S. Beth Atkin

Student suggestions approved by teacher

**FROM THEORY TO PRACTICE**

Students will pre-write by brainstorming their most prized possessions and the reasoning behind them. They will also begin talking about the concept of mobility and their feelings about it. Students will learn how to use Reading Journals and Literature Circle roles in order to help them better understand the text they will be reading. These two tools are designed so students can question, predict, etc. while they read the book. Students will also be given a choice for their Literature Circle book from the following selections: *This Migrant Earth, Barefoot Heart, Esperanza Rising, Harvesting Hope, or Voices from the Fields.* This will enable students to finish reading *This Migrant Earth* (excerpts of this work were used on **DAYS 4-5**).

**FOCAL STANDARDS**

CE 1.1.2, CE 1.3.7, CE 2.1.1, CE 2.1.11, CE 2.3.7, CE 3.2.4

**STUDENT OBJECTIVES**

Students will

* Reflect on their most prized possessions and the concept of moving.
* Know brief information on Francisco Jiménez and his book *The Circuit*.
* Choose their Literature Circle book.
* Understand the various Literature Circle roles.
* Understand the procedure and purpose for Reading Journals.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access for Prezi Presentation

*The Circuit* by Francisco Jiménez

Literature Circle Book Choice

**PRINTOUTS/HANDOUTS**

Make copies of Author Information (<http://www2.scholastic.com/browse/contributor.jsp?id=2265>), (Student) Reading Journal Description, and Literature Circle Roles (Packet of All Roles).

**WEBSITES**

<http://prezi.com/-p_nayc4natu/francisco-jimenez/> (Francisco Jiménez Prezi, under **INSTRUCTIONAL PROCEDURES**)

<http://www2.scholastic.com/browse/contributor.jsp?id=2265> (Francisco Jiménez Author Information, under **INSTRUCTIONAL PROCEDURES**)

<http://www.learner.org/workshops/tml/workshop8/authors2.html> (Francisco Jiménez Author Information, possibly use for **INSTRUCTIONAL PROCEDURES**, but also gives away parts of the book).

<http://www.educationworld.com/a_curr/profdev/profdev085.shtml> (Reading Journal Resource for Teachers, supplement for **INSTRUCTIONAL PROCEDURES**)

<http://abcteach.com/directory/basics/reading/literature_circles/> (Literature Circle Roles, supplement for **INSTRUCTIONAL PROCEDURES**)

<http://www.scu.edu/ethnicstudies/fjimenez/> (For **EXTENTSIONS**)

<http://www.learner.org/workshops/tml/workshop8/authors2.html> (For **EXTENTSIONS**)

<http://learnweb.harvard.edu/alps/reflect/index.cfm> (For **REFLECTIONS**)

**PREPARATION**

* Do the brainstorm and free-write activities below. Think of your most prized possessions, the three items you would take with you, what it’s like to move, etc. Reflect on your own experiences. Predict how students may respond and potential problems they may have in responding.
* Read the websites above to learn about the author and his works.
* Review your geography of California and Mexico.
* Assign book numbers for *The Circuit*.
* Prepare a brief summary or read an excerpt from each of the Literature Circle books choices.

**INSTRUCTIONAL PROCEDURES**

Before class, write the following question on the board:

Brainstorm (5 minutes)

* **What are your most prized possessions? Brainstorm to make a list of them.**

Once the bell rings, instruct students to pull out a sheet of paper and a pen or pencil and direct them to answer the question on the board on their own. Do not allow students to work together. This is an individual activity. Allow about 5 minutes or so.

When students appear to be done, ask them to look at their list and circle their three (3) most important items. Next, have them answer the following question on their own:

Free-write (5-10 minutes)

* **If your family abruptly moved and you could only take three (3) items with you, what would you take and why? Would the three (3) items you picked still be the same? Feel free to reevaluate your list and choose three (3) different items if you want.**

Once students appear to be done, ask for volunteers to read their free-writes. Ask students how many times they have moved in their lives, why they moved, how it felt to move, etc. Discussion questions are listed below:

Free-write Discussion Questions (5-10 minutes)

* **Who would like to share?**
* **What were your three (3) items? Why did you choose those items?**
* **Did anyone change their items when I asked the second question about moving?**
* **How many of you have moved before? How many times have you moved?**
* **Why did you move? Was it so your parents could find work?**
* **How did it feel to move?**

Allow the discussion to go where the students lead. (This may take longer than the allotted time, depending upon student participation.)

Introduction of Francisco Jiménez and *The Circuit* (10 minutes)

Watch the Prezi presentation from <http://prezi.com/-p_nayc4natu/francisco-jimenez/> and then read the Author Information from <http://www2.scholastic.com/browse/contributor.jsp?id=2265>. Additional links are provided under **WEBSITES**.

While students watch youtube clip on Prezi presentation, hand out *The Circuit* books. (Note: this does give away Chapter 6: “Christmas Gift” of *The Circuit* and could be saved for a later time.)

Ask for questions or comments on Author Information or book.

Explanation of Reading Journals (10 minutes)

Pass out Reading Journal Description. Read with students. Explain that a Reading Journal is a place to record your thoughts, feelings, questions, etc. as you read. Remind them of the requirements of their Reading Journals:

**Each reading journal must consist of at least one (1) paragraph containing five (5) complete sentences. These paragraphs may be typed or may be written neatly on the front side of a lined piece of notebook paper and numbered according to what journal number it is. After we have completed the text, you must staple your journal entries together in order. You may explore virtually any aspect of the text in any way. The options for your journals are endless.**

Ask if students have any questions. Tell them that they will be doing this for every reading assignment and will be discussing them each class period.

Explanation of Literature Circle and Student Roles (see Literature Circle Roles under Teacher Resources) (10-15 minutes)

Briefly highlight each Literature Circle book choice by giving a summary and/or reading an excerpt. Have students write down their 1st choice of book, 2nd choice, etc. and turn it in. Tell students you will put them in groups based upon their choices, attempting to accommodate their 1st or 2nd choice if possible. Next, explain the Literature Circle roles so that students can be thinking about what role they would like to be responsible for. Students will find out which book they will be reading tomorrow and decide upon roles then. Below is a summary of the roles:

* **Summarizer – summarizes by highlighting key points of what you read**
* **Travel Tracer – tracks where the action takes place (i.e. setting) in words or a picture**
* **Vocabulary Enricher – looks up words you don’t know or that are significant to the story**
* **Connector – connects what you read to the outside world or other literature**
* **Discussion Director – writes down questions (and answers) to discuss with the group**
* **Illustrator – draws a picture of some part of the text you read or what it reminded you of**
* **Literary Luminary – chooses a paragraph or sentences from text to discuss with your group**

Ask if students have questions about Literature Circles.

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 1-3 (Under the Wire, *Soledad*, Inside Out), pages 1-26.
* Write in your Reading Journal.

**EXTENSIONS**

* If not many students have moved, ask students to do a mini-interview with someone they know who has moved. Tell them to use the Who, What, Where, When, Why, and How Method to find out more information.
* Ask students to find out more about author Francisco Jiménez. Recommend the following websites:

<http://www.scu.edu/ethnicstudies/fjimenez/> <http://www.learner.org/workshops/tml/workshop8/authors2.html>

* Ask students to predict what they think will happen in *The Circuit* (based on the cover and skimming the chapter titles).

**STUDENT ASSESSMENT**

* Listen as students share their prized possessions and the reasoning behind those items. Even if students have never moved, are they grasping the idea of what it means?
* Do students understand that this is a book about migrants/immigrants?
* Pay attention to students’ questions regarding Literature Circles roles and Reading Journals, in particular.

**REFLECTION**

**DAY 7: HOW A LITERATURE CIRCLE WORKS – LEARNING THE PROCESS**

**OVERVIEW**

The purpose of this lesson is to

* Demonstrate what a Literature Circle looks like, using previously read excerpts from *This Migrant Earth* (see **DAYS 4-5**).
* Continue reflecting on *This Migrant Earth* (**DAYS 4-5**) and migrants in general.

**FEATURED RESOURCES**

*This Migrant Earth*, Rolando Hinojosa’s rendition in English of Tomás Rivera’s *…y no se lo tragó la tierra*

Literature Circles

Literature Circle Book Choice (see **DAY 6**)

**FROM THEORY TO PRACTICE**

Today serves as a demonstration and practice session for Literature Circles so that students know the ins and outs of how they work and feel more comfortable performing their specific roles. At the end of class, students will be assigned their Literature Circle book and decide upon roles. This will enable students to finish reading *This Migrant Earth* (excerpts of this work were used on **DAYS 4-5**).

**FOCAL STANDARDS**

CE 1.3.7, CE 2.1.1, CE 2.1.11, CE 2.3.7, CE 3.2.4

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to decide upon and perform their Literature Circles role.
* Work with others in a group.
* Express themselves through Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*This Migrant Earth*, Rolando Hinojosa’s rendition in English of Tomás Rivera’s *…y no se lo tragó la tierra*

*The Circuit* by Francisco Jiménez

Literature Circle Book Choice

**PRINTOUTS/HANDOUTS**

Literature Circle Role Sheets (from abcteach website)

**WEBSITES**

<http://abcteach.com/directory/basics/reading/literature_circles/>

**PREPARATION**

* Ask other English teachers, colleagues, etc. to participate in a Literature Circle with you.
* Make copies of the selected reading from *This Migrant Earth*.
* Give each individual the role he/she will perform in the Literature Circle.

**INSTRUCTIONAL PROCEDURES**

Demonstration Literature Circle (20 minutes)

Inform students that they will be observing what a Literature Circle looks like in order to better understand the process. Tell them that they will have a chance to participate on their own today as well. Using one or two of the excerpts from *This Migrant Earth* (see **DAYS 4-5**), have the individuals in the demonstration Literature Circle go through their roles one-by-one (see **DAY 6**).

Sample Student Literature Circle (15-20 minutes)

Put students into groups of 7. Give each group a Literature Circle role. Using another excerpt from *This Migrant Earth*, have students (as a group) complete a rough draft of that role. This is just to familiarize them with the various roles; it doesn’t have to be perfect. This is more about the process than it is about perfection. Have students share their roles once they are completed.

Literature Circle Book Choices and Roles (10-15 minutes)

Announce the groups and their chosen book and hand out copies of the books. Put them in their groups and have them decide upon roles. Assist them where necessary. Inform them that they need to come up with a plan for reading (i.e. number of pages or chapters per day). This may take more guidance with some classes.

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 1-3 (Under the Wire, *Soledad*, Inside Out), pages 1-26 (if you haven’t already done so from last night).
* Write in your Reading Journal (if you haven’t already done so from last night).
* Read in your Literature Circle book.
* Do your Literature Circle role.

**EXTENSIONS**

* Since hearing the ideas of the members of the Demonstration Literature Circle, how have your ideas and perceptions of these 3 stories changed?

**STUDENT ASSESSMENT**

* Did students grasp what a Literature Circle looks like?
* How did they do for their practice Literature Circle role for this class period?
* Did students need help deciding upon their plans or roles and is everything set?

**REFLECTION**

**DAY 8: WHAT IS A MIGRANT? – PERCEPTIONS, FACTS, & REAL-LIFE ACCOUNTS**

**OVERVIEW**

The purpose of this lesson is to

* Introduce students to what a migrant is.
* Briefly highlight what an immigrant is.
* See similarities/differences of migrants and immigrants.
* Discuss Chapters 1-3 of *The Circuit* by using Reading Journals and Literature Circles.
  + Learn the significance of *la frontera, la migra, la soledad*.
  + Understand the value of education and familial obligations (i.e. financial contributions) in the lives of migrants.
* Free-write about a cultural/language barrier (perspective writing).

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

Literature Circle Book Choice (see **DAY 6**)

**FROM THEORY TO PRACTICE**

This is the first day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Students will also be learning some background information on migrants and free-writing in order to understand the struggles/barriers that migrants face.

**FOCAL STANDARDS**

CE 1.1.2, CE 1.3.7, CE 2.1.1, CE 2.1.11, CE 2.1.3,CE 2.3.7, CE 3.2.4, CE 3.2.5, CE 4.2.1, CE 4.2.3

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Free-Write).
* Work with others in a group.
* Express themselves through Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).
* Know key Spanish terms (*la frontera, la migra, la soledad*) and the importance of education and familial obligations.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

Literature Circle Book Choice

**PRINTOUTS/HANDOUTS**

Migrant and immigrant information, if desired

Definition of “migratory child” as defined in NCLB Act, if desired

**WEBSITES**

<http://www2.ed.gov/policy/elsec/leg/esea02/pg8.html#sec1309> (Used for Definition of “Migratory Child” listed under **INSTRUCTIONAL PROCEDURES**)

<http://www2.ed.gov/programs/mep/index.html> (Information on Migrants listed under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* Read Chapters 1-3 and answer discussion questions.
* Look up information on migrants and immigrants (see **WEBSITES**).

**INSTRUCTIONAL PROCEDURES**

Introduction to/Discussion of Migrants (10-15 minutes)

Once the bell rings, begin asking the following questions and brainstorming on the board with students:

* **What is a migrant?**
* **What words come to mind when you think about migrants?**
* **What do you know about migrants?**
* **What do migrants do (migrant workers, migrant students, etc.)**
* **What are some of the struggles that migrants face?**
* **Are any of you migrants or do you know people who are migrants?**
* **What is the difference between a migrant and an immigrant?**
* **What similarities do migrants and immigrants have?**
* **What differences do they have?**
* **What struggles do they both encounter?**

Provide students with information on migrants, migrant students, immigrants, etc. (See links under **WEBSITES.**) Perhaps present them with statistics, a definition, etc. The definition of “migratory child” in the No Child Left Behind Act (Title I, Part C – The Education of Migratory Children, Section 1309) is a great place to start in helping students understand this mobile lifestyle:

**a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work — (A) has moved from one school district to another; (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.**

Paraphrasing or handing this information out may be necessary. Having students pick it apart will benefit students in understanding migrant students and what services they receive as well in reading formal documents. Let the discussion go where students lead, but remember that this topic may be touchy and could become heated as opinions may differ. See that students remain respectful of their peers, despite differing opinions on a controversial issue.

Class Discussion on *The Circuit* (15-20 minutes)

Check to see that Reading Journals (see **DAY 6**) are completed. Hand out packets of Student Discussion Questions on *The Circuit* (**DAY 8** Only).

\*Please Note: These Student Discussion Questions are not required to be done as homework, but they serve as a guide to help students recall what is going on in *The Circuit* and keep this information straight from their Literature Circle book. Using students’ Reading Journals – where they ask questions, react to the story as it unfolds, and connect the events to their own lives and to their own world – is the goal of these class discussions. The following are the discussion questions for Chapters 1-3 of *The Circuit*:

**Chapter 1: “Under the Wire” (pages 1-7)**

1. **What does *la frontera* mean and what is the significance of it in the story?**

The border; family is trying to cross border into US from Mexico

1. **What is the setting of the book?**

El Rancho Blanco (town several miles north of Guadalajara, Mexico)

1. **Where is the family headed? What does Fito tell them about this place? How are they traveling?**

California; that people sweep money off the streets; by train, second class (Ferrocarriles Nacionales de México)

1. **The story is told from what point of view? Who is the main character?**

First person; Francisco (also called Pancho or Panchito)

1. **Name the members (4 so far) in the Jiménez family.**

Francisco, Roberto (older brother), Mamá, Papá

1. **What does *la migra* mean and what is the significance of it in the story?**

Migration; immigration officials who watch the border; Francisco’s father warns them about la migra.

1. **What do the boys watch every day at noon? What does the conductor give them?**

Watch the Noon Train go by; a brown bag with apples, oranges, and candy.

**Chapter 2: “Soledad” (pages 8-11)**

1. **What does *soledad* mean? Why is it significant to this chapter? (Hint: Look at the last paragraph of the chapter.)**

Loneliness (solitary); Francisco feels all alone.

1. **What is Francisco’s job while his parents and brother work in the fields?**

Take care of Trampita

1. **Who is Trampita and how old is he?**

Francisco’s baby brother; 6 months

1. **What does Francisco do for the first time? Why does he do this?**

Pick cotton bolls; He’s lonely and knows he can be with his family if he learns how.

1. **Why are his mother and father disappointed?**

Because Francisco neglects Trampita and puts clods of dirt in the cotton bolls

**Chapter 3: “Inside Out” (pages 12-21)**

1. **At the beginning of the chapter, what is Francisco asking Roberto about? Why doesn’t he ask his parents?**

Going to school; They’ve never been to school.

1. **Where was the family picking cotton? Where are they now?**

Corcoran; Tent City (a labor camp owned by Sheehey Strawberry Farms located about 10 miles east of Santa María)

1. **What month is it when the brothers start school? Why might this be significant? Do you see any problems with this? Why or why not?**

January; The moving and working in the fields has caused them to miss a great deal of school; They’ve missed four months of school already, which is detrimental to their education.

1. **Who is Mr. Sims? Miss Scalapino? Curtis? Arthur?**

Mr. Sims = principal of the school; Miss Scalapino = Francisco’s teacher; Curtis = Francisco’s classmate who is the “biggest, strongest, and most popular kid in school,” always the captain of teams, and everyone wants to be his friend; Arthur = Francisco’s classmate who speaks Spanish

1. **What does Francisco watch in the jar?**

A caterpillar

1. **What does Mr. Sims give Francisco? What happens as a result?**

A green jacket; Francisco gets in a fight with Curtis because the jacket belongs to him.

1. **What does Francisco get a first prize blue ribbon for? What does he do with his picture? Why?**

His drawing of a butterfly; He gives it to Curtis; It’s a peace offering.

After the discussion is complete, begin reading Chapter 4: “Miracle in Tent City” as a class.

\*Follow this procedure for subsequent days (**DAYS 9-12**) that *The Circuit* is discussed. Time allotted may vary.

Literature Circles (10-15 minutes)

Have students break into their Literature Circles (see **DAY 6**). Go around with class list and check to see that Literature Circle roles are completed.

Make contact with each group and see that roles are being fulfilled. Students may also use their Reading Journals during this time as well. If students are really stuck, suggest they answer the following discussion questions to get them going:

Have students turn in their Reading Journals and Literature Circle roles for credit and review by the teacher.

\*Follow this procedure for subsequent days that Literature Circles take place. Time allotted may vary.

Free-write (10 minutes)

Have students take out a sheet of paper and respond to the following question:

* **How would you react if you couldn’t speak your first language and were physically punished when you spoke it? How did Francisco react? (Relates to Chapter 3 Inside Out)**

Have students turn in their response for credit and review by the teacher.

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 4-5 (Miracle in Tent City, *El Angel del Oro*), pages 27-50.
* Write in your Reading Journal.
* Read in your Literature Circle book.
* Do your Literature Circle role.

**EXTENSIONS**

* What other information can you find about migrants and/or immigrants?
* Interview a migrant or an immigrant.
* See if any members in your family came from another country.
* Do you remember the plot diagram for a story? (exposition, rising action, climax, falling action, resolution)

**STUDENT ASSESSMENT**

* Listen as students respond during class discussion on migrants and immigrants.
* Listen as students respond during Literature Circles.
* Read/Look at Literature Circle role sheets and Reading Journals.
* Read students’ Free-Writes.

**REFLECTION**

**DAY 9: FAITH AND FRIENDS**

**OVERVIEW**

The purpose of this lesson is to

* Discuss Chapters 4-5 of *The Circuit* by using Reading Journals and Literature Circles.
  + Recognize the poverty of migrants, the faith of the migrant family, and the mobility of migrants.
* Introduce Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

Literature Circle Book Choice (see **DAY 6**)

**FROM THEORY TO PRACTICE**

This is the second day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Students will also be introduced to the Inanimate Object Mini Writing Piece and will be brainstorming ideas for it.

**FOCAL STANDARDS**

CE 1.1.2**,** CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.11, CE 2.3.7, CE 3.2.4, CE 3.2.5

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Inanimate Object Mini Writing Piece).
* Work with others in a group.
* Express themselves through Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).
* Understand the poverty, faith, and mobility of migrants.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

Literature Circle Book Choice

**PRINTOUTS/HANDOUTS**

Inanimate Object Mini Writing Piece

**WEBSITES**

<http://www.bedfordstmartins.com/literature/bedlit/glossary_t.htm> (For **EXTENTIONS**)

**PREPARATION**

* Read Chapters 4-5 and answer discussion questions.
* Make copies of Inanimate Object Mini Writing Piece before class.

**INSTRUCTIONAL PROCEDURES**

Free-Write Sharing/Discussion (5-10 minutes)

Ask for volunteers to read their Free-Writes from yesterday. On scrap sheets of paper, have students write down what they liked and give to individuals who read. Ask for a few to comment on their classmates Free-Writes as well.

Introduction of Mini Writing Assignment (5-10 minutes)

**Write from the perspective of an Inanimate Object (that means something that is not alive) in *The Circuit*, telling what you see migrant families encounter (i.e. the wire fence as they cross the border, Francisco’s blue/black notebook, the hole in the wall of the buildings they stay in, etc.). May be written as a poem, in prose, or as another genre form. This must be typed or legibly handwritten. Remember to watch your mechanics as well.**

**Typing guidelines:**

* **11 or 12 point font**
* **Calibri, Times New Roman, or Arial**
* **Double-spaced**
* **1 inch margins**

**Writing guidelines:**

* **Neat**
* **Skip lines**

Ask if students have any questions regarding the assignment. Then have students brainstorm possible ideas on a sheet of paper.

Class Discussion on *The Circuit* (15-20 minutes)

Follow procedures in **DAY 8** for Class Discussion.

**Chapter 4: “Miracle in Tent City” (pages 22-35)**

1. **How does Mamá help pull her weight, even when she is pregnant? What about the boys?**

She cooks lunch and dinner for 20 farm workers in Tent City; The boys help her make the meals and deliver them.

1. **What does Papá make? What does Mamá use the box for? What does this tell you about them?**

An icebox; a crib for the new baby; they use what they have to create things they need.

1. **Where do the brothers go to get lumber for the floor? What does this tell you about the family’s economic status?**

To the city dump; they are very poor and make do with what they have and can find.

1. **What do you think this quote says about Francisco’s view of education: “I collected books, hoping to read them once I learned how” (24)? What does Francisco find out when he gets his report card?**

It seems as if he desires to learn and values education; his teacher Miss Scalapino says he has to repeat first grade because he doesn’t know enough English.

1. **Is Francisco’s family religious? How do you know?**

Yes; It appears they are Roman Catholic. They have pictures of the Virgen de Guadalupe and the Santo Niño de Atocha and pray to them. They also pray every day for a year to el Santo Niño hoping that Torito will be healed.

1. **Who/What do you think cured Torito? (Doña María? Praying to el Santo Niño? The blue cloak Francisco saw in his dream and Mamá sewed for Torito? A combination of any or all? Something else?) What do you think the family believes?**

Answers/opinions may vary; Probably that praying to el Santo Niño brought about a miracle

**Chapter 5: “El Angel de Oro” (pages 36-41)**

1. **What is the weather like and why does this pose a problem for the family?**

It’s rainy; they can’t work, so they may have to move.

1. **What does el Angel de Oro mean and what is it?**

The Angel of Gold; a goldfish in the neighbors’ cabin

1. **Who does Francisco meet?**

Miguelito

1. **What do they do together?**

Walk to school, jump in puddles, plan to fish, etc.

1. **Why doesn’t Miguelito meet Francisco?**

He has moved.

1. **What does Francisco try to do for the dying gray fish? Does he succeed?**

Save them by scooping them up in a coffee can and putting them back in the creek; he saves some of them, but there are too many.

1. **Why do you think he leaves the last gray fish he rescued on the doorstep of his neighbor?**

He hopes his neighbor will save it and keep it with the other fish.

1. **Why do you think Francisco let the fishing rod Miguelito made float down the river?**

Likely because he had just attempted to save all of those fish.

Literature Circles (15-20 minutes)

Follow procedures in **DAY 8** for Literature Circles.

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 6-8 (Miracle in Tent City, *El Angel del Oro*), pages 27-50.
* Write in your Reading Journal.
* Read in your Literature Circle book.
* Do your Literature Circle role.

**EXTENSIONS**

* Can you find any symbols so far in this story?
  + **Symbol** – A person, object, image, word, or event that evokes a range of additional meaning beyond and usually more abstract than its literal significance. Symbols are educational devices for evoking complex ideas without having to resort to painstaking explanations that would make a story more like an essay than an experience. A literary or contextual symbol can be a setting, character, action, object, name, or anything else in a work that maintains its literal significance while suggesting other meanings.
* What themes do you see so far in this story?
  + **Theme** – The central meaning or dominant idea in a literary work. A theme provides a unifying point around which the plot, characters, setting, point of view, symbols, and other elements of a work are organized. It is important not to mistake the theme for the actual subject of the work; the theme refers to the abstract concept that is made concrete through the images, characterization, and action of the text. In nonfiction, however, the theme generally refers to the main topic of the discourse.

Definitions taken from **Glossary of Literary Terms from the following website:** <http://www.bedfordstmartins.com/literature/bedlit/glossary_t.htm>

**STUDENT ASSESSMENT**

* Listen as students respond during Literature Circles.
* Read/Look at Literature Circle role sheets and Reading Journals.
* Listen to students’ further insights during Free-Write Sharing/Discussion.

**REFLECTION**

**DAY 10: “THE UNDOCUMENTED”**

**OVERVIEW**

The purpose of this lesson is to

* Discuss Chapters 6-8 of *The Circuit* by using Reading Journals and Literature Circles.
  + Understand poverty, definition of “undocumented,” and growing up fast due to familial obligations.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

Literature Circle Book Choice (see **DAY 6**)

**FROM THEORY TO PRACTICE**

This is the third day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Class discussion will follow Literature Circles so that students can gain insights from other groups.

**FOCAL STANDARDS**

CE 1.1.2**,** CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.11, CE 2.3.7, CE 3.2.4, CE 3.2.5

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Inanimate Object Mini Writing Piece).
* Work with others in a group.
* Express themselves through Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).
* Understand issues for migrants, including poverty, documentation, and familial obligations.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

Literature Circle Book Choice

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Read Chapters 6-8 and answer discussion questions.

**INSTRUCTIONAL PROCEDURES**

Class Discussion on *The Circuit* (25 minutes)

Follow procedures in **DAY 8** for Class Discussion. Refer to discussion questions listed below, particularly focusing on ones dealing with the experience at Christmas (poverty), undocumented workers (illegal immigrants/migrants), and Francisco’s desire to help the family more (child labor/family ties).

**Chapter 6: “Christmas Gift” (pages 42-46)**

1. **Why is the family one of the last ones to leave Corcoran when other farmers had better crops? What does this tell you about Papá’s character?**

Papa felt obligated because the farmer let them live in his cabin for free; he is a decent, upright man.

1. **How does the family eat while they have no work?**

Get food out of grocery store trash and cut off the bad pieces, buy bones “for the dog” at the butcher shop

1. **Describe how Francisco feels when his father says “I wish I could, paisano, but we’re broke too.”**

He panics and thinks his hope of getting a ball for Christmas is ruined.

1. **What does Papá tell the couple who comes to sell things?**

That he’s poor too and he’s sorry.

1. **What do the kids get for Christmas? Are they happy about it? Are their parents happy about it? Why?**

Candy; No; No; Because it demonstrates their poverty

1. **What does Papá give Mamá for Christmas? Why is this ironic?**

The white embroidered handkerchief that the pregnant woman made and Mamá thought was beautiful; Papá sent the family away and didn’t buy anything supposedly, and he also only had enough money to buy a handkerchief for 10 cents as her Christmas present (but he did get her something).

**Chapter 7: “Death Forgiven” (pages 47-50)**

1. **Describe El Perico (appearance, disposition, country of origin, former owner, etc.)**

He’s a small red, green, and yellow parrot (a parakeet) that Don Pancho smuggled in from Mexico. He gets extremely angry and goes crazy when Chico and Pilar do not bring their cat spotted black cat Catarina with them when they come to visit. He is also very affectionate to Francisco. His favorite phrase is “periquito bonito,” which means pretty/lovely parakeet.

1. **Why do you think Jiménez describes El Perico as “undocumented” (48), his former owner Don Pancho as “an undocumented farm worker” (47), and Chico and Pilar as “undocumented” (48)?**

Because being undocumented means that you could be deported back to Mexico

1. **What happens to the “undocumented” parrot? What do you think Jiménez is trying to say here?**

He gets killed. Francisco’s father gets upset with El Perico’s tantrum and hits him with a broom. His father had been stressed out regarding work; Probably that the undocumented don’t survive.

1. **What does Francisco do every day after they bury El Perico?**

Visits his grave until they move

**Chapter 8: “Cotton Sack” (pages 51-60)**

1. **Why does Francisco’s father say that he cannot have a cotton sack?**

Because Francisco is too little

1. **Why can’t they pick cotton while it’s raining?**

It’s too wet, and they get paid 3 cents a pound for it. Wet cotton would weigh more.

1. **What ailment does Papá have?**

A bad back

1. **Who is the fastest picker in the family?**

14-year-old Roberto

1. **Francisco says that “[he] was determined to prove to Papá that [he] should get [his] own sack” and that he is “grown-up enough for his own sack” (59). Does he prove himself or not? Explain.**

No, because he gets too cold: his toes turn numb, he can barely move his fingers, his hands turn purple and red, and he ends up peeing on his hands to get them warm (which does not work because his hands just get colder and it stings the scratches on them too)

“I knew then I had not yet earned my own cotton sack” (60)

Literature Circles (15-20 minutes)

Follow procedures in **DAY 8** for Literature Circles. In the last few minutes of class, allow students to share any connections they are making between their Literature Circle book and *The Circuit.*

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 9-10 (The Circuit, Learning the Game), pages 73-95.
* Write in your Reading Journal.
* Read in your Literature Circle book.
* Do your Literature Circle role.

**EXTENSIONS**

* Have you ever experienced a time of poverty like Francisco’s family did?
* What do you think about illegal immigrants or migrant workers (like Francisco and his family and friends)?
* Do you think Francisco’s working in the fields is child abuse? Why or why not?
* Research child labor laws.

**STUDENT ASSESSMENT**

* Listen as students respond during Literature Circles and class discussion time.
* Read/Look at Literature Circle role sheets and Reading Journals.

**REFLECTION**

**DAY 11: “NOT AN ANIMAL” – THE ISSUE OF DEGRADATION**

**OVERVIEW**

The purpose of this lesson is to

* Discuss Chapters 9-10 of *The Circuit* by using Reading Journals and Literature Circles.
  + Understand the value of education and the issue of degradation.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

Literature Circle Book Choice (see **DAY 6**)

**FROM THEORY TO PRACTICE**

This is the fourth day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Class discussion will follow Literature Circles so that students can gain insights from other groups.

**FOCAL STANDARDS**

CE 1.1.2**,** CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.11, CE 2.3.7, CE 3.2.4, CE 3.2.5

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Inanimate Object Mini Writing Piece).
* Work with others in a group.
* Express themselves through Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).
* Understand the migrant’s view of education and degradation.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

Literature Circle Book Choice

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Read Chapters 9-10 and answer discussion questions.

**INSTRUCTIONAL PROCEDURES**

Class Discussion on *The Circuit* (20-25 minutes)

Follow procedures in **DAY 8** for Class Discussion. Focus especially on Chapter 10, questions #5 and #6 for the issue of degradation.

**Chapter 9: “The Circuit” (pages 61-69)**

1. **Why do you think the author includes one paragraph about the man from Jalisco, the state in Mexico where Francisco is from?**

(Answers may vary.) Perhaps because Francisco says he talked to the man, got to know him, and then he never saw the man again. This is the typical life of migrant workers.

1. **What is Francisco’s view of constantly moving?**

He does not like it.

1. **Why do you think the Carcachita is talked about so much in this book?**

It is basically the only steady thing in Francisco’s life. They don’t have a permanent home, so the car is the closest thing to that.

1. **Who speaks English in order to ask about work?**

Mamá

1. **Where does the family stay?**

In an old garage

1. **Why do Roberto and Francisco hide in the grape vineyard?**

They don’t want to get in trouble for not going to school.

1. **When does Francisco finally enroll in sixth grade? Why can’t Roberto enroll in school until February?**

November; he has to pick cotton

1. **What does Mr. Lema do for Francisco?**

During lunch hours Mr. Lema helps Francisco learn and read English better (for a month).

1. **What happens the same day Mr. Lema offers to teach Francisco how to play the trumpet?**

His family packs up and moves

**Chapter 10: “Learning the Game” (pages 70-79)**

1. **Francisco begins counting down to what day, which is 132 days away?**

When he can return to school

1. **What game do Francisco and the other boys play? Who decides who plays and who doesn’t? Why doesn’t this person want Manuelito to play?**

Kick-The-Can; Carlos; because he’s too slow

1. **Who is the new worker? Where is his family?**

Gabriel; living elsewhere (it sounds like they live in Mexico)

1. **How many hours do Francisco, Roberto, Papá, and Gabriel work?**

12 (6 in the morning to 6 in the evening)

1. **When Francisco and Gabriel are loaned out to a different sharecropper, what does the contratista (labor contractor) want Gabriel to do? Does Gabriel do it? Why or why not? What happens as a result?**

He wants Gabriel to pull the plow like an ox while Francisco directs it.; No; Gabriel says, “In my country, oxen pull plows, not men…I am not an animal” (76); Gabriel gets fired.

1. **What happens later that day when Francisco plays Kick-The-Can? What happens as a result? What does Carlos finally decide?**

Francisco refuses to play Kick-The-Can with Carlos if Manuelito can’t play. Carlos pushes Francisco, Francisco stands up to him saying, “You can push me around, but you can’t force me play” (78); that Manuelito can play.

Literature Circles (10-15 minutes)

Follow procedures in **DAY 8** for Literature Circles. In the last few minutes of class, allow students to share any connections they are making between their Literature Circle book and *The Circuit.*

In-Class Work Time (10-15 minutes)

Allow students time to work on Inanimate Object Mini Writing Piece. Give further suggestions for objects (i.e. the garage they stay in, the can they use for Kick-The-Can, the shoes of one of the boys, the tools they use in the fields, the crops they pick, etc.).

Homework (3-5 minutes)

Have homework written on board at the beginning of class. Assign students the following:

* Read Chapters 11-12 (To Have and to Hold, Moving Still), pages 96-113.
* After you have finished reading, write a response to the following in your Reading Journal:
  + Write an ending to Jiménez’s *The Circuit*. What do you think happened to Francisco, his brother Roberto, and the rest of his family?
* Read in your Literature Circle book.
* Do your Literature Circle role.

**EXTENSIONS**

* After reading the rest of the book, brainstorm multiple endings to *The Circuit*.

**STUDENT ASSESSMENT**

* Listen as students respond during Literature Circles and class discussion time.
* Read/Look at Literature Circle role sheets and Reading Journals.

**REFLECTION**

**DAY 12: PRIZED POSSESSIONS AND “*LA MIGRA*”**

**OVERVIEW**

The purpose of this lesson is to

* Discuss Chapters 11-12 of *The Circuit* by using Reading Journals and Literature Circles.
  + Understand the value of Francisco’s two prized possession and his fear of *la migra*.
* Discuss ending of *The Circuit* and book in general.
* Continue work on Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

*The Circuit* by Francisco Jiménez

Reading Journals

Literature Circles

Literature Circle Book Choice (see **DAY 6**)

**FROM THEORY TO PRACTICE**

This is the last day that students will be sharing their Reading Journals as well as sharing their role in the Literature Circle. Class discussion will follow Literature Circles so that students can gain insights from other groups and discuss the ending of the book. Additionally, students will exchange their ending to *The Circuit* with a partner and discuss it. Students will have an opportunity to continue work on their Inanimate Object Mini Writing Piece as well.

**FOCAL STANDARDS**

CE 1.1.2**,** CE 1.2.3, CE 1.3.1, CE 1.3.7, CE 2.1.1, CE 2.1.11, CE 2.3.7, CE 3.2.4, CE 3.2.5

**STUDENT OBJECTIVES**

Students will

* Know more about migrants and immigrants.
* Understand basic struggles migrants and immigrants encounter.
* Be able to write from a different perspective (Inanimate Object Mini Writing Piece).
* Work with others in a group.
* Express themselves through Literature Circle Roles and Reading Journals (through a variety of capacities, such as writing, drawing, etc.).
* Discuss the ending of *The Circuit* as well as predict what they think will happen next.
* Relate to losing possession and fear of immigration.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

*The Circuit* by Francisco Jiménez

Literature Circle Book Choice

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Read Chapters 11-12 and answer discussion questions.

**INSTRUCTIONAL PROCEDURES**

Class Discussion on *The Circuit* (15-20 minutes)

Follow procedures in **DAY 8** for Class Discussion. Have an open-discussion time about the ending of *The Circuit* and the book in general. Focus, too, on what students think will happen next.

**Chapter 11: “To Have and to Hold” (pages 80-93)**

1. **What are Francisco’s two most prized possessions?**

His coin collection and his blue notebook (librito)

1. **What two pennies are most important to him? Why?**

A 1910 Lincoln Head – the one his father gave him; the year Papá was born; the year the revolution started in Mexico.

An 1865 Indian Head – the one Carl (a boy from school who was his best friend) gave him; Carl also had a coin collection; Carl lived in a real house (it was the first time Francisco had been in one).

The coins represent memories for Francisco.

1. **What happens the day that Francisco is supposed to show his coin collection to Carl?**

His family moves, and he never sees Carl again.

1. **What does Francisco think Orosi means?**

Oro = gold; Sí = yes

1. **Where did Francisco get his little blue notebook? What does Francisco write in his little blue notebook?**

The city dump in Santa Maria; words, definitions, rules, etc. he wants or needs to learn

1. **In Orosi at Mr. Patrini’s, what type of building does the family live in? Why is this significant?**

An old house (they can only use the first floor); it’s his first time living in an actual house

1. **What happens to Francisco’s coins?**

His four-year-old Rorra steals them and buys red gumballs with them.

1. **What happens to Francisco’s librito? How does Mamá comfort him about it?**

It burns in the fire, along with the house; He knows what was in his librito, so it’s not all lost.

**Chapter 12: “Moving Still” (94-111)**

1. **What is la migra?**

Immigration

1. **Why does Francisco want to return to Santa Maria?**

He gets to attend school there. In Fresno, he has to pick grapes and miss school.

1. **What class does Francisco excel at? What happens when he scores the highest on his quiz?**

Math; he gets the honor of sitting in front

1. **What does Mr. Sims, the principal, help Roberto get?**

A job as a janitor at the school

1. **What is Francisco supposed to memorize for class? Does he get to recite it? Why or why not?**

The first part of the Declaration of Independence; no; the immigration officers come and get him

1. **After reading this chapter and A Note from the Author, what do you think of Francisco’s Papá saying, “Education pays off, *mi’jo*. I am proud of you. Too bad your Mamá and I didn’t have the opportunity to go to school” (108). How do you think his parents view education? His siblings? How does he view it?**

It sounds like they all value education. His parents want their children to have the opportunities they didn’t have. Francisco knows that education is important and will take places. (Answers may vary.)

Literature Circles (15-20 minutes)

Follow procedures in **DAY 8** for Literature Circles.

Partner Work (10 minutes)

Exchange story ending with friend and discuss. Turn in for credit.

In-Class Work Time (10 minutes)

Allow students time to work on Inanimate Object Mini Writing Piece. Give further suggestions for objects (i.e. the garage they stay in, the can they use for Kick-The-Can, the shoes of one of the boys, the tools they use in the fields, the crops they pick, etc.). Ask if students have questions.

Homework (3-5 minutes)

* Bring draft of Inanimate Object Mini Writing Piece discussed previously.

**EXTENSIONS**

* Begin reading Jiménez’s sequel *Breaking Through*.
* Begin research on Arizona Immigration Law and other immigration issues.

**STUDENT ASSESSMENT**

* Listen as students respond during Literature Circles and class discussion time.
* Read/Look at Literature Circle role sheets and Reading Journal Response.
* Walk around and look at students’ progress on Inanimate Object Mini Writing Piece.

**REFLECTION**

**DAY 13: IMMIGRATION LAWS, UNDOCUMENTED VS. ILLEGAL**

**OVERVIEW**

The purpose of this lesson is to

* Introduce students to immigration laws and laws that affect migrants.
* Discuss the terms undocumented, illegal, immigrant, alien, etc. and their connotations.
* Show students how to research a controversial issue on the internet.
* Conference with students on their Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

Arizona Immigration Law

Terms – Undocumented vs. Illegal

**FROM THEORY TO PRACTICE**

Today, students will be introduced to laws that affect migrants and immigrants. The Arizona Immigration Law is a jumping off point to begin a discussion. Students will be given an opportunity to begin research that will aid them in their Final Project, a writing assignment which is focused on a Service Project and calls for change in their world.

**FOCAL STANDARDS**

CE 1.1.4, CE 1.1.5, CE 1.2.3, CE 1.3.1, CE 1.4.4, CE 1.5.4, CE 2.1.7, CE 3.1.10, CE 4.1.5

**STUDENT OBJECTIVES**

Students will

* Know current issues facing migrants and immigrants.
* Be able to research a controversial topic on the internet.
* Understand and discuss the terms undocumented, illegal, immigrant, alien, etc. and their connotations.
* Revise their own work after conferencing with the teacher.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

**PRINTOUTS/HANDOUTS**

Make copies of CNN, MSNBC Articles, and NC (North County) Times, if desired

**WEBSITES**

<http://www.youtube.com/watch?v=n4ltqJ8-FG8> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.cnn.com/2010/POLITICS/04/23/immigration.faq/index.html> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.msnbc.msn.com/id/42537304/ns/politics-more_politics/t/court-rules-against-arizona-immigration-law/> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.nctimes.com/news/opinion/commentary/article_f22bb6de-267d-56bd-b18b-864f101c2059.html> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.strategicwritingconferences.com/faqs.aspx> (under **INSTRUCTIONAL PROCEDURES**)

<http://emedia.leeward.hawaii.edu/writing/Conferencing.htm> (under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* Research immigration laws and Arizona Immigration Law, in particular (see **WEBSITES**).
* Meet with the Librarian or Media Center Specialist to figure out good websites to direct students to for research.
* Look up information on conferencing with students and develop a procedure that works for your class (see **WEBSITES**).

**INSTRUCTIONAL PROCEDURES**

Discussion of Immigration Laws and Terms for Immigrants (15-20 minutes)

After taking attendance, immediately take students to the Media Center.

Show youtube video on Arizona Immigration Law: <http://www.youtube.com/watch?v=n4ltqJ8-FG8>. If the link does not work, go to <http://www.youtube.com> and search for “Arizona Immigration Law Sparks Controversy.” The clip is approximately 2½ minutes.

Then read the CNN Immigration Article: <http://www.cnn.com/2010/POLITICS/04/23/immigration.faq/index.html>, the MSNBC Article: [http://www.msnbc.msn.com/id/42537304/ns/politics-more\_politics/t/court-rules-against-arizona immigration-law/](http://www.msnbc.msn.com/id/42537304/ns/politics-more_politics/t/court-rules-against-arizona%20immigration-law/), and <http://www.nctimes.com/news/opinion/commentary/article_f22bb6de-267d-56bd-b18b-864f101c2059.html>.

Begin discussing immigration issues, laws, the terms undocumented, illegal, immigrant, alien, etc.

* Do you think the Arizona immigration law is fair (touch on race/racial profiling)?
* Do you see it posing any problems? Why or why not?
* What do you think of the term undocumented? Illegal? Immigrant? Alien? Is one better to use than the other? Why?
* How should the government deal with undocumented/illegal immigrants?
* Is it right to stop people and make them show their I.D. just because they look like they could be an undocumented/illegal immigrant?
* Should undocumented/illegal immigrants be deported? What would happen if they were? How would it affect the economy? Many migrants and immigrants (whether undocumented/illegal or legal) work on farms or in factories doing work that some Americans might not be willing to do.

Research/Conferences (25-30 minutes)

Explain to students that they will be researching migrants, immigrants, immigration laws, etc. Let students look up information while the teacher conferences with students on their Inanimate Object pieces. Have students fill out the Research Handout (separate attachment) to better organize their findings. If students finish early with this on **DAYS 14-17**, have them begin looking up information on clothing and food drives.

The following information is the best resource I have found for conferencing. It is taken from <http://www.strategicwritingconferences.com/faqs.aspx>:

**What will conferring look like in my classroom?**

When conferring, you might move from table to table (or desk to desk) to sit next to students as they write. If you decide to confer at students' tables, it is helpful to carry a small "conferring chair" as you move around the classroom. Or you might sit at a "writing conference table" and call students to you one at a time.

During a conference, sit side-by-side with the student, with her writing in front of both of you. It is best when the conference feels like a conversation, with both you and the student talking and listening to each other. Ask what the student is doing as a writer, compliment what the student is doing well, then teach a writing strategy or technique. Prompt the student to tell you what she is working on and what she needs help with, and, at the end of the conference, to describe how she will use the writing strategy you just taught.

Each writing conference is five to seven minutes; therefore, you will probably confer with four or five students in a class period, depending on how much time students have to work independently. After each conference, note on the record-keeping forms provided any areas of need and the student's progress. This will help you remember the strategy you taught and your ideas for follow-up conferences.

**What are the teaching moves in a writing conference?**

**The First Part of the Writing Conference: Identifying the Student's Needs**

During the first part of the conference, identify an area of need. First, find out the stage of the writing process the student is in—prewriting (or rehearsal), drafting, revising, or editing—and the specific kind of writing work she is doing at this stage. Then, assess how well the student is doing that writing work. For example, the student may be in the prewriting stage, trying to find a topic to write about, but is having trouble finding a really good topic. Or the student may be drafting, trying to write with detail, but her writing is general and does not render a clear picture of the subject. Or the student may be editing by reading her draft to herself, but this strategy isn't helping her locate the end of sentences which need periods.

To identify an area of need, you can take three steps during the first part of the conference.

**Step 1: Ask an open-ended question.** By asking an open-ended question, you invite the student to tell you about what he's doing as a writer. Questions such as "How's it going?"; "What are you doing as a writer today?"; and "How can I help you today?" are good ones to start with.

**Step 2: Ask follow-up questions.** Once your conversation with the student gets started, ask follow-up questions. Although the best questions can't be planned—you will think of them as you listen to the student tell you what he's doing—there are a few general questions that can help move along a conference. Effective follow-up questions include "Where are you in the writing process?"; "What strategies are you using in this stage of the writing process?"; and "What are you doing to write this piece well?"

**Step 3: Look at the student's writing.** Looking at the student's writing helps you identify an area of need. Usually it isn't necessary to read an entire notebook entry or draft. If a student is drafting, for example, and working on a lead, just read the lead. If the student is working on topic sentences in a nonfiction draft, take a close look at those sentences.

By the end of the first part of a writing conference, you've identified the area of need. The next step is to use the [Diagnostic Guides](http://www.strategicwritingconferences.com/resources/swcdiagnosticguides.pdf) in *Strategic Writing Conferences* to find corresponding conferences.

**The Second Part of the Writing Conference: Teaching the Writing Strategy or Craft Technique**

In the second part of the writing conference, you'll teach the student a writing strategy or craft technique to help him grow as a writer. *Strategic Writing Conferences* shows you how—clearly and effectively. Every conference models the instructional language and moves that will help you teach students, following these four steps:

**Step 1: Give feedback.** Preface your teaching by giving the student feedback. Try to point out something the student is doing well-and also name the area of need.

**Step 2: Teach.** Just like a story reaches the climax, a conference builds to the teaching moment. Your success in helping a student grow as a writer in a conference depends on your skill as a teacher in the next few minutes. Start by naming and defining the specific strategy or craft technique that you intend to teach. Explain why it's important for the student to learn. To help the student understand the strategy or technique, you might show an example of how a children's book author, such as Patricia Polacco, uses the strategy or technique. Or show how you use the strategy in your own writing. Most importantly, explain how the student can use the strategy or technique in his own writing.

**Step 3: Try it.** Before you end the conference, help the student try the strategy or technique you just taught. Gently nudge the student to talk out how he could use the strategy in his writing, or have the student try it in writing. The purpose of the "try it" step is to give the student a taste of the strategy-enough so that you know he is ready to try it independently.

**Step 4: Link to the student's work.** End the conference by linking the conference to the student's work; that is, tell the student you expect him to try the strategy in his writing and that you hope he will continue to use it in future writing.

With that, the conference is over. Take a minute or two to jot down some notes about the conference on a record-keeping form. Then you're off to the next conference!

Repeat this procedure for **DAYS 14-17**.

Homework (3-5 minutes)

* Continue work on Inanimate Object Mini Writing Piece.

**EXTENSIONS**

* Continue research on migrants, immigrants, immigration laws, etc.
* Research ideas for food and clothing drives.

**STUDENT ASSESSMENT**

* Listen as students respond during discussion time.
* Listen and ask questions during conferences with students.
* Look at students’ progress on Inanimate Object Mini Writing Piece.

**REFLECTION**

**DAYS 14-16: RESEARCH OF (IM)MIGRANTS & CONFERENCES ON INANIMATE OBJECT PIECE**

**OVERVIEW**

The purpose of this lesson is to

* Introduce students to immigration laws and laws that affect migrants.
* Discuss the terms undocumented, illegal, immigrant, alien, etc. and their connotations.
* Show students how to research a controversial issue on the internet.
* Conference with students on their Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

Arizona Immigration Law

**FROM THEORY TO PRACTICE**

Today, students will continue research on migrants and immigrants, which they will serve as background information for their Final Project. Conferences on the Inanimate Object Mini Writing Piece will begin.

**FOCAL STANDARDS**

CE 1.1.4, CE 1.1.5, CE 1.2.3, CE 1.3.1, CE 1.4.4, CE 1.5.4, CE 2.1.7, CE 3.1.10, CE 4.1.5

**STUDENT OBJECTIVES**

Students will

* Know current issues facing migrants and immigrants.
* Be able to research a controversial topic on the internet.
* Understand and discuss the terms undocumented, illegal, immigrant, alien, etc. and their connotations.
* Revise their own work after conferencing with the teacher.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

Microsoft Office Suite

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

**From DAY 13:**

<http://www.youtube.com/watch?v=n4ltqJ8-FG8> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.cnn.com/2010/POLITICS/04/23/immigration.faq/index.html> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.msnbc.msn.com/id/42537304/ns/politics-more_politics/t/court-rules-against-arizona-immigration-law/> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.nctimes.com/news/opinion/commentary/article_f22bb6de-267d-56bd-b18b-864f101c2059.html> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.strategicwritingconferences.com/faqs.aspx> (under **INSTRUCTIONAL PROCEDURES**)

<http://emedia.leeward.hawaii.edu/writing/Conferencing.htm> (under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* Research immigration laws and Arizona Immigration Law, in particular (see **WEBSITES**).
* Meet with the Librarian or Media Center Specialist to figure out good websites to direct students to for research.
* Look up information on conferencing with students and develop a procedure that works for your class (see **WEBSITES**).

**INSTRUCTIONAL PROCEDURES**

Research/Conferences (entire period)

Follow same Research/Conference Procedures as **DAY 13**. Let students look up information while the teacher continues conferencing with individual students on their Inanimate Object Piece.

Homework

* Continue work on Inanimate Object Piece.

**EXTENSIONS**

* Continue research on migrants, immigrants, immigration laws, food and clothing drives, etc.
* Research ideas for food and clothing drives.

**STUDENT ASSESSMENT**

* Listen and ask questions during conferences with students.
* Look at students’ progress on Inanimate Object Mini Writing Piece.
* Check in with students’ research progress.

**REFLECTION**

**DAY 17: RESEARCH FINDINGS – WHAT YOU LEARNED**

**OVERVIEW**

The purpose of this lesson is to

* Introduce students to immigration laws and laws that affect migrants.
* Discuss the terms undocumented, illegal, immigrant, alien, etc. and their connotations.
* Show students how to research a controversial issue on the internet.
* Conference with students on their Inanimate Object Mini Writing Piece.

**FEATURED RESOURCES**

Arizona Immigration Law

**FROM THEORY TO PRACTICE**

Conferences on the Inanimate Object Mini Writing Piece will continue today, if necessary. Students will discuss their findings on migrants and immigrants, which they will later use in their Final Project. Additionally, a discussion on plagiarism and proper citation methods will occur. Students will also be introduced to their options for the Final Project.

**FOCAL STANDARDS**

CE 1.1.4, CE 1.1.5, CE 1.2.3, CE 1.3.1, CE 1.4.4, CE 1.5.4, CE 2.1.7, CE 3.1.10, CE 4.1.5

**STUDENT OBJECTIVES**

Students will

* Know current issues facing migrants and immigrants.
* Be able to research a controversial topic on the internet.
* Understand and discuss the terms undocumented, illegal, immigrant, alien, etc. and their connotations.
* Revise their own work after conferencing with the teacher.
* Share their research with others.
* Know proper citation methods.
* Understand plagiarism and how to avoid it.
* Take ownership of their own learning by deciding on their Final Projects.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Internet Access

Microsoft Office Suite

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

<http://owl.english.purdue.edu/owl/resource/589/1/> (Plagiarism Information, under **INSTRUCTIONAL PROCEDURES)**

<http://owl.english.purdue.edu/owl/resource/563/03/> (Sample Essay, under **INSTRUCTIONAL PROCEDURES**)

<http://owl.english.purdue.edu/owl/resource/747/01/> (MLA Format, under **INSTRUCTIONAL PROCEDURES**

**PREPARATION**

* Review proper citation methods and plagiarism prevention methods.
* Brainstorm more ideas for students’ Final Project.

**INSTRUCTIONAL PROCEDURES**

Research/Conferences (10-20 minutes)

Let students look up information while the teacher finishes conferencing with individual students on their Inanimate Object Mini Writing Piece. Follow the same conferencing procedures as **DAY 7** from this website: <http://www.strategicwritingconferences.com/faqs.aspx>:

Class Discussion (20-30 minutes)

Discuss students’ findings on immigration and migrants. Present ideas for the Final Project Assignment and brainstorm list of ideas with students.

Plagiarism/Citation Discussion (10 minutes)

Discuss plagiarism (<http://owl.english.purdue.edu/owl/resource/589/1/>), citations, and MLA format (http://owl.english. purdue.edu/owl/resource/747/01/. Use the essay on <http://owl.english.purdue.edu/owl/resource/563/03/> to practice paraphrasing, summarizing, and quoting.

Final Project Discussion (10 minutes)

Discuss ideas for Final Project, which is a food, clothing, and school supplies drive. The goal for this assignment is that students will call for action and make a difference in their world by writing around a Service Project that affects their local community today. Option for Final Project is due **DAY 15**.

Homework (3-5 minutes)

* Completed draft of Inanimate Object Mini Writing Piece due next class.
* Think about which option you want to do for your Final Project.

**EXTENSIONS**

* Continue research on migrants, immigrants, immigration laws, etc.
* Can you think of another option that you could do for your Final Project?

**STUDENT ASSESSMENT**

* Listen to students’ research findings.
* Ask for questions and comments regarding plagiarism, citations, and MLA format.

**REFLECTION**

**DAYS 18-20: SHARING INANIMATE OBJECT PIECES**

**OVERVIEW**

The purpose of this lesson is to

* Share students’ Inanimate Object Pieces with the class.
* Learn from others’ Inanimate Object Pieces.
* Instill confidence in students’ presentation and writing abilities.

**FEATURED RESOURCES**

Writing Workshop

**FROM THEORY TO PRACTICE**

Students will have the opportunity to share their Inanimate Object Pieces.

**FOCAL STANDARDS**

CE 1.1.3, CE 1.1.5, CE 1.1.8, CE 1.3.9, CE 1.5.3, CE 1.5.5, CE 4.1.4, CE 4.2.4

**STUDENT OBJECTIVES**

Students will

* Read their Inanimate Object Pieces.
* Listen to their peers’ compliments about their piece.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers, Notecards

White Board, SMART Board, or Overhead Projector

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Make sure you have extra paper (or notecards) for students to write comments on (**DAYS 18-20**).
* Print off a class list with space for each student to write his/her choice for the Final Project **(DAY 20**).

**INSTRUCTIONAL PROCEDURES**

Sharing of Inanimate Object Pieces (entire period)

Instruct students to pull out several sheets of paper and make slips (Dividing the paper into eighths or providing notecards would also work). Inform students that they will use these to write positive comments on as their classmates read their Inanimate Object Pieces. Next, ask for volunteers to read their piece. After a student reads his/hers to the class, give a moment for students to write a comment on the slips of paper. Then ask for volunteers to share their comments out loud. After a few comments have been made, have students pass their slips of paper to the individual who just read his/her piece. Continue until all students have read their piece. This will likely take 2½ class periods (**DAYS 18, 19 & ½ OF 20**).

After all students have finished sharing (on **DAY 20**), use the rest of the class period to talk more about the Final Project. Have students write down their choice for the Final Project on the class list by the end of the class period, and encourage them to form groups as well.

Homework (**DAYS 18-19**)

* Think about which option you would like to choose for your Final Project. Feel free to work with other students. If you are struggling with deciding, please come see me. Your choice is due on **DAY 20**.

**EXTENSIONS**

* Do you have any other ideas for your Final Project?
* Research advertising and marketing ideas for food and clothing drives.
* Ask your parents about local charities in the community or anyone they know who would donate food, clothing, and school supplies.

**STUDENT ASSESSMENT**

* Are students providing their classmates with positive feedback?
* Are students eager to share their Inanimate Object Piece and confident in their writing abilities?
* Did their Inanimate Object Pieces improve substantially? What else do students need to work on when it comes to their writing?

**REFLECTION**

**DAY 21-26: WRITING WORKSHOP ON FINAL (SERVICE) PROJECT ASSIGNMENT**

**OVERVIEW**

The purpose of this lesson is to

* Change the world by writing around a Service Project in their local community.
* Improve students’ writing skills through the Writing Workshop by gaining insight and ideas from their peers and teacher.
* Instill confidence in students.

**FEATURED RESOURCES**

Writing Workshop

Service Project

**FROM THEORY TO PRACTICE**

This week will be devoted to the writing process. Students will work in a Writing Workshop format in order to write, rewrite/revise, edit, and further improve their Final Writing Assignment, which will be centered around a Service Project in their local community. The Service Project will be a food, clothing, and school supplies drive. Students will have several options from which to choose: Plan of Action, Brochures, Letters/Emails, Newspaper Advertisements/ Flyers/Signs, etc. The following is a break-down of the writing options:

* Plan of Action – to detail the events of the drive, to determine student jobs, to keep track of inventory, etc.
* Brochures – to inform the community about the drive, to provide contact information, etc.
* Letters/Emails – to inform local officials, social agencies, churches, local charities, grocery stores, department stores, etc. about the drive and to ask for donations
* Newspaper Advertisements/Flyers/Signs – to inform the local community about the day and time of the event, to show how the rest of the community can get involved by providing contact information, to draw attraction to the event

Please Note: This is not an all-inclusive list. Students’ suggestions will be taken into account and incorporated wherever possible. Additionally, this is a collaborative group effort as a class/several classes. Students may also form smaller groups and work together. Group work is encouraged.

**FOCAL STANDARDS**

CE 1.1.3, CE 1.1.7, CE 1.1.8, CE 1.3.1, CE 1.5.1, CE 1.5.3, CE 1.5.4, CE 4.1.3, CE 4.1.4, CE 4.1.5, CE 4.2.4

**STUDENT OBJECTIVES**

Students will

* Write about a topic that is important to them and to the local community.
* Call for change through their writing as well as solicit assistance from their community.
* Learn to read their peers’ writing and offer suggestions to improve it.
* Be able to read their own writing from different angles, look for and correct a variety of mistakes, and improve their writing to create a document with an effective, coherent message.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers

White Board, SMART Board, or Overhead Projector

Computers

Internet Access

Microsoft Office Suite

**PRINTOUTS/HANDOUTS**

Base these on mini-lessons and the set-up of your Writing Workshop

**WEBSITES**

<http://www.ttms.org/> (under **INSTRUCTIONAL PROCEDURES**)

<http://www.yourdictionary.com/grammar-rules/english-grammar-mini-lessons.html> (under **INSTRUCTIONAL PROCEDURES**)

<http://college.cengage.com/english/white/argument/1e/students/grammar/index.html> (under **INSTRUCTIONAL PROCEDURES**)

**PREPARATION**

* While reading students’ Inanimate Object Pieces, write down a list of what students seem to struggle with (i.e. sentence fragments, strong verbs, linking paragraphs effectively, etc.).
* Prepare some mini-lessons on their most significant struggles.

**INSTRUCTIONAL PROCEDURES**

Writing Workshop (entire period)

Try to group students together by same genres. For example, if three students are writing a letter, put those three in a group. Throughout the class period, conference with groups and individual students.

The following format was found in a PDF on <http://www.ttms.org/> (from Teaching That Makes Sense, Inc. by Steve Peha):

What is Writer’s Workshop?

* **Mini-Lesson (5-15 minutes).**

A short lesson focused on a single topic that students need help with. You don’t need to give a mini-lesson each day; 2-3 times a week is usually just fine.

* **Status of the Class (2-5 minutes).**

A quick way of finding out what each student is working on.

* **Writing Time (20-45 minutes or more!).**

They write. You can write and/or conference with individual students or small groups.

* **Sharing (5-15 minutes).**

Writers read what they have written and seek feedback from their audience. You can share your writing, too.

In a 50-minute class, the format could be as follows:

* **Mini-Lesson (5-10 minutes)**
* **Status of the Class (2-5 minutes)**
* **Sharing (10-15 minutes).**
* **Writing Time (20 minutes)**

Alternative options also include having students write for the majority of the class period and then sharing at the beginning of the next class period.

For mini lesson ideas, please see separate attachment.

The following are links to mini lesson ideas and samples:

<http://www.yourdictionary.com/grammar-rules/english-grammar-mini-lessons.html>

<http://college.cengage.com/english/white/argument/1e/students/grammar/index.html>

Homework (**Days 21-25**)

* Continue revisions on Final Project.

Homework (**DAY 26**)

* Final Project due next class. \*Note, evaluate students’ progress and extend Writing Workshop into next week, if necessary.

**EXTENSIONS**

* What other ways can you make your writing more succinct and effective?
* Read your work out loud.
* Have another individual read your work and see where they stumble.

**STUDENT ASSESSMENT**

* How are students progressing? Are students making significant changes in their work?
* Are the mini-lessons working? What can make them better?
* Do students need more time to work? Are students making changes in their writing outside of class?
* Would more individual conferences be beneficial or is the workshop format working well?

**REFLECTION**

**DAYS 27-29: SHARING FINAL (SERVICE) PROJECTS**

**OVERVIEW**

The purpose of this lesson is to

* Share students’ Final (Service) Project with the class.
* Learn from others’ Final (Service) Projects.
* Instill confidence in students’ presentation and writing abilities.
* Get students excited about serving their community through a food, clothing, and school supplies drive.

**FEATURED RESOURCES**

Writing Workshop

Service Project

**FROM THEORY TO PRACTICE**

Students will have the opportunity to share their Final (Service) Projects.

**FOCAL STANDARDS**

CE 1.1.3, CE 1.1.5, CE 1.1.8, CE 1.3.9, CE 1.5.3, CE 1.5.4, CE 1.5.5, CE 4.1.4, CE 4.2.4

**STUDENT OBJECTIVES**

Students will

* Read or show their Final (Service) Projects.
* Listen to their peers’ compliments about their piece.
* Get pumped about going into their community to perform their service project.

**MATERIALS AND TECHNOLOGY**

Pen/Pencil, Paper, Markers, Notecards

White Board, SMART Board, or Overhead Projector

Computers

Internet Access

Microsoft Office Suite

**PRINTOUTS/HANDOUTS**

None

**WEBSITES**

None

**PREPARATION**

* Make sure you have extra paper (or notecards) for students to write comments on (**DAYS 18-20**).
* Print off a class list with space for each student to write his/her choice for the Final Project **(DAY 20**).

**INSTRUCTIONAL PROCEDURES**

Sharing of Final (Service) Projects (entire period)

Follow same procedures in **DAYS 18-20**. Rather than using slips of paper, solely out-loud comments are also another option. Continue until all students have read their piece. This will likely take 2½-3 class periods (**DAYS 27, 28, & 29**). If extra time exists the last day (**DAY 29**), use it to finalize details for the Service Project (**DAY 30**).

Homework (**DAYS 27-29**)

* Finalize any details for your part for the Service Project.

**EXTENSIONS** (These could be used for **DAY 30**, depending on your Service Project Event Schedule.)

* If I were to do this assignment again, what are some suggestions you can give me to make it better?
* What did you like? What didn’t you like?
* What was your favorite part? What was your least favorite part?
* Are any of you going to continue this type of work in the community? If not, how else could you give back to your community?

**STUDENT ASSESSMENT**

* Are students providing their classmates with positive feedback?
* Are students eager to share their Final (Service) Project and confident in their writing abilities?
* Were their Final (Service) Projects successful? Did they (we as a group) convey their (our) message effectively?

**REFLECTION**